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ABSTRACT

Students enrolled in noncollegiate postsecondary schools with occupational programs were surveyed regarding demographic characteristics, selection of programs and schools, and student activities and future plans. Almost 86 percent were under age 35, with the heaviest concentration aged 20 to 24. Almost 59 percent were women; 67 percent were white. The largest percentage (61 percent) had completed high school just prior to entering the current program; approximately 27 percent had completed another vocational training program or had attended college. Students' parents generally had completed a high school education or less and were in the blue collar, clerical or sales fields. Most students selected the program in which they were enrolled because they had always wanted to enter that field, and most selected schools primarily because of the school's reputation and placement capabilities. Almost 70 percent spent 20 to 37 hours per week in the classroom; 76 percent spent less than 10 hours per week studying. Less than one-half of the students were working. Of those who worked, approximately one-third worked fulltime. Sixty percent indicated they would continue their education; 50 percent said they would continue within the same field. Approximately 84 percent indicated they would seek employment in the field in which they were studying. (YLB)

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National Center for Education Statistics bulletin

U.S. DEPARTMENT OF EDUCATION

Office of the Assistant Secretary for Educational Research and Improvement

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Characteristics of Students in Noncollegiate Postsecondary Schools with Occupational Programs

Almost 86 percent of the students enrolled in noncollegiate postsecondary schools with occupational programs[1] were under the age of 35, 67 percent were white, and 59 percent were women, according to data collected by the National Center for Education Statistics (NCES) from a sample survey representing almost 600,000 students enrolled during the spring of 1981. Students' parents generally had completed a high school education or less and were in the blue collar or clerical and sales fields. Most students selected the program in which they were enrolled because they "always wanted to enter this field of work," and most selected schools primarily because of the school's reputation and placement capabilities. Almost 70 percent of the students spent between 20 and 39 hours per week in the classroom, and 76 percent spent less than 10 hours per week studying. Less than half of the students were working at the time of the survey. Of those who worked, approximately one-third worked full time.

Demographic Characteristics of Students

Forty percent of the students represented by this survey were enrolled in trades and industry programs, 33 percent were in business/office programs, and 16 percent were enrolled in health programs. Almost 86 percent of the students enrolled in noncollegiate postsecondary schools were under the age of 35, with the heaviest concentration (34 percent) being between the ages of 20 and 24 (table 1). Although over 70 percent of students were under the age of 25, there were some exceptions by program. For example, in the area of home economics, 25 percent of all students were 35 years old and over. Similarly, almost 17 percent of the students enrolled in marketing/distribution programs were 35 and

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[1] Includes students in all public and private noncollegiate postsecondary schools that offered one or more occupational programs for specific career preparation. In 1980, more than 1.9 million students were enrolled at 7,751 such schools, 68 percent of which were private. For the purpose of this survey, students enrolled in schools with the following characteristics were excluded: flight schools, correspondence schools, colleges and universities included in the Higher Education General Information Survey (HEGIS), and schools that offered only programs in bartending, real estate, dog grooming, insurance, or modeling.

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NCES 83-303b

Table 1.-- Age, sex, and race of students in noncollegiate postsecondary schools, by program area: United States, 1981

Item	Total	Agri-business	Marketing/ distribution	Health	Home economics	Business/ office	Technical	Trades/ Industry
Total								
Number	573,514	3,078	11,272	89,247	2,117	191,522	45,705	230,573
Percent	100.0	.5	2.0	15.6	.4	33.4	8.0	40.2
Age								
Under 20	150,571	1,161	2,356	18,413	526	53,860	16,365	58,071
20 to 24	194,751	1,018	4,092	36,970	559	60,888	17,375	73,849
25 to 34	144,971	599	2,579	23,436	379	45,414	8,772	63,791
35 & over	69,726	263	1,904	9,598	547	28,067	2,426	26,921
Not reported	13,495	37	341	800	105	3,473	768	7,940
Sex								
Men	235,681	1,821	4,802	8,669	539	32,906	41,642	145,302
Women	337,832	1,256	6,470	80,579	1,577	158,616	4,064	85,271
Race								
White	385,657	2,738	8,141	69,431	948	107,332	36,800	160,267
Non-white	166,786	234	2,752	16,338	1,093	78,600	6,544	58,474
Not reported	21,072	104	379	732	76	5,590	2,360	11,831
			Percentage	distribution				
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Age								
Under 20	26.3	37.7	20.9	20.6	24.9	28.0	35.8	25.2
20 to 24	34.0	33.1	36.3	41.4	26.4	31.8	38.0	32.0
25 to 34	25.3	19.4	22.8	26.3	17.9	23.8	19.2	27.7
35 & over	12.2	8.5	16.9	10.7	25.8	14.7	5.3	11.7
Not reported	2.4	1.2	3.0	.9	5.0	1.8	1.7	3.4
Sex								
Men	41.1	59.1	42.6	9.7	25.5	17.2	91.1	63.0
Women	58.9	40.9	57.4	90.3	74.5	82.8	8.9	37.0
Race								
White	67.2	89.0	72.2	77.8	44.8	56.0	80.5	69.5
Non-white	29.1	7.6	24.4	21.4	51.6	41.1	14.3	25.4
Not reported	3.7	3.4	3.4	.8	3.6	2.9	5.2	5.1

Note: Details may not add to totals because of rounding.

older. On the other hand, some programs contained large proportions of younger students. For example, 38 percent of the students enrolled in agribusiness programs and 36 percent of the students in technical programs were under 20 years of age.

Almost 59 percent of the students enrolled in noncollegiate postsecondary schools were women. There were, however, marked variations in the proportions of men and women by program area. For example, although women constituted the majority of all students, their proportions were highest in the traditionally female programs: health (90 percent), business and office programs (83 percent), and home economics (75 percent). The highest proportions of males were found in technical programs (91 percent).

Non-white[2] students represented almost one-third of the enrollment in noncollegiate postsecondary schools. The distribution varied substantially across program areas, as shown in table 1. For example, over half of the students enrolled in home economics programs were non-white, whereas almost 90 percent of the agribusiness students were white. Non-whites also made up a large proportion of students enrolled in business/office programs with over 40 percent of the total. The highest proportions of white students were found in technical programs, marketing/distribution, and health, in addition to agribusiness programs.

The largest percentage of students (61 percent) enrolled in noncollegiate postsecondary school programs had completed high school only prior to entering the current program (table 2). Approximately 27 percent had completed another vocational training program or had attended some college before entering the program. A small percentage (8 percent) had less than a high school education before starting the program, and only 4 percent had completed 4 years of college or more.

Table 2.--Educational level of students when they entered a noncollegiate postsecondary program, by age and sex: United States, 1981

	Total		Men		Women	
Educational level	Number	Percent	Number	Percent	Number	Percent
Total	573,514	100.0	235,681	100.0	337,832	100.0
Less than high school	43,629	7.6	15,067	6.4	28,562	8.5
Completed high school	350,538	61.1	147,618	62.6	202,920	60.1
Some college/vocational education	154,420	26.9	62,024	26.3	92,395	27.4
4 years of college or more	21,122	3.7	10,162	4.3	10,959	3.2
Other/not reported	3,806	.7	810	.3	2,996	.9

Note: Details may not add to totals because of rounding.

[2] Non-white includes blacks, Hispanics, Asian Americans/Pacific Islanders, and American Indians/Alaskan Natives.

The majority of students came from families whose parents had a high school education or less (table 3). Sixty-two percent of the students said that their fathers had a high school education or less, and 67 percent said that their mothers had the same level of education. Less than 13 percent of the fathers and 8 percent of the mothers had completed 4 years of college or more.

Table 3.--Education level of students' parents, by sex: United States, 1981

	Mother		Father	
Education level	Number	Percent	Number	Percent
Total	573,514	100.0	573,514	100.0
Less than high school	172,552	30.1	202,238	35.3
High school graduate	211,451	36.9	153,155	26.7
Some college/vocational education	110,049	19.2	92,776	16.2
4 years of college or more	47,186	8.2	73,102	12.8
Unknown/not reported	32,275	5.6	52,242	9.1

Note: Details may not add to totals because of rounding

Students enrolled in noncollegiate postsecondary school programs came from families whose parents were employed in a wide variety of occupations (table 4). Thirty-four percent of the students said that their fathers were employed in blue collar occupations, and 25 percent had fathers who were employed as professional or technical workers. Twenty-one percent said that their mothers were employed in clerical and sales occupations and 13 percent said their mothers were in professional/technical occupations. Thirty-three percent of the students indicated that their mothers had never worked.

Table 4.--Occupation of parents, by sex: United States,1981

	Mother		Father	
Occupation	Number	Percent	Number	Percent
Total	573,514	100.0	573,514	100.0
Professional/technical	100,112	17.5	145,012	25.3
Clerical and sales	122,825	21.4	48,796	8.5
Service	76,941	13.4	43,626	7.6
Blue collar (including farm)	54,384	9.4	194,011	33.9
Never worked	187,113	32.6	51,061	8.9
Unknown/not reported	32,137	5.6	91,006	15.9

Note: Details may not add to totals because of rounding.

Selection of Program and School

Over half (56 percent) of the students enrolled in noncollegiate postsecondary school programs made the decision to enter the program while still in high school or soon after leaving high school (table 5). Approximately one-third made the decision after leaving college or upon completion of military service.

A large percentage of women decided to enter a postsecondary occupational program after raising a family or after loss of spouse support.

Table 5.--Timing of student decision to enter a noncollegiate postsecondary vocational program, by sex: United States, 1981

Time decision made	Men		Women	
	Number	Percent	Number	Percent
Total	235,681	100.0	337,832	100.0
While in high school or soon after high school	125,591	53.3	198,532	58.8
After college or military service	74,687	31.7	42,432	12.6
After raising a family or loss of spouse support	7,788	3.3	58,394	17.3
Other/not reported	27,615	11.7	38,474	11.4

Note: Details may not add to totals because of rounding.

Many different reasons were cited by students as factors influencing the selection of a particular occupational program (table 6). The majority (42 percent) indicated that they "always wanted to enter this field of training." About one-third said that their decision to enter a particular program was based primarily on the influence of other persons, such as family and friends or teachers and counselors. Other reasons cited included the need for more training in the field, reading about the field, or seeing school advertisements.

A number of significant differences were noted about factors influencing program selection when reasons are examined by program. For example, the most commonly cited reason for program selection among agribusiness and health students was that the students "always wanted to." Fifty-five percent of the agribusiness students and 54 percent of the health students cited this as the prime motivation for selecting the program.

The selection of a particular school was more likely to be influenced by the school's convenience or its reputation than by costs or other financial considerations. Approximately 53 percent of the students said that they selected the school because it had a "good reputation for training people for work" or that it had a reputation for "placing its graduates in good jobs." One-third of the students selected the school because "it is close to where I live" or because the "hours are convenient for my particular needs." Very few of the students said that cost or the availability of financial aid were significant factors in selecting a school.

Students enrolled in technical programs were most likely (68 percent) to cite the training reputation of the school and its placement capabilities as the most important reasons for selecting the school. The largest percentage of students citing costs or other financial considerations as the prime factor for school selection were those enrolled in health programs (10 percent). Four out of ten students in agribusiness programs, business and office programs, and marketing/distribution said that the convenience of the school was the most important reason for its selection.

Table 6.--Factors affecting students' selection of a noncollegiate program and school, by program area: United States, 1981

Item	Total	Agri-business	Marketing/ distribution	Health	Home economics	Business office	Technical	Trades/ industry
Total	573,514	3,078	11,272	89,247	2,117	191,522	45,705	230,573
Program selection								
Influenced by others	167,087	835	2,637	21,724	642	53,882	13,627	73,741
Always wanted to	242,864	1,694	3,873	47,748	897	61,187	17,316	110,149
Other	159,816	545	4,742	19,539	473	74,360	14,291	45,866
Not reported	3,747	4	20	236	105	2,094	472	815
School selection								
Costs/finances	39,572	111	924	8,568	180	13,598	2,834	13,373
Convenience	195,568	1,339	4,520	28,648	625	74,502	9,552	76,320
Reputation/placement	304,536	1,382	4,779	48,461	1,133	92,122	30,942	125,662
Other/not reported	33,837	243	1,048	3,570	180	11,300	2,377	15,218
			Percentage distribution					
Program selection								
Influenced by others	29.1	27.1	23.4	24.3	30.3	28.1	29.8	32.0
Always wanted to	42.4	55.1	34.4	53.5	42.4	32.0	37.9	47.8
Other	27.9	17.7	42.1	21.9	22.3	38.8	31.3	19.9
Not reported	.7	.1	.2	.3	5.0	1.1	1.0	.4
School selection								
Costs/finances	6.9	3.6	8.2	9.6	8.5	7.1	6.2	5.8
Convenience	34.1	43.5	40.1	32.1	29.5	38.9	20.9	33.1
Reputation/placement	53.1	44.9	42.4	54.3	53.5	48.1	67.7	54.5
Other/not reported	5.9	7.9	9.3	4.0	8.5	5.9	5.2	6.6

Note: Details may not add to totals because of rounding.

Student Activities and Future Plans

Almost 70 percent of all students enrolled in noncollegiate postsecondary schools spent between 20 and 39 hours per week in the classroom or training site (table 7). A small percentage (12 percent) indicated that they spent 40 hours per week or more in the classroom. The amount of time spent in the classroom varied, however, by program. For example, one of every five students enrolled in trades and industry programs said that they spent 40 hours per week or more in the classroom. At the other extreme, 42 percent of the students in marketing/distribution programs indicated that they spent less than 20 hours per week of class time. Almost 80 percent of students in agribusiness programs said that they spent 30 hours per week or more in the classroom. The large amount of

Table 7.--Time spent in class and time spent studying, by program area: United States, 1981

Item	Total	Agri-business	Marketing/ distribution	Health	Home economics	Business office	Technical	Trades/ industry
Total	573,514	3,078	11,272	89,247	2,117	191,522	45,705	230,573
Hours per week in class								
Less than 20	107,247	243	4,779	18,742	398	45,008	6,444	31,358
20 to 29	205,318	412	3,393	24,007	330	103,996	23,447	50,034
30 to 39	191,554	2,124	2,593	31,950	1,298	38,496	12,889	102,374
40 or more	66,528	283	473	14,458	61	2,298	2,468	46,345
Not reported	2,868	15	34	178	30	1,724	457	461
Hours per week studying								
Less than 5	217,935	1,367	5,095	14,190	1,029	63,202	18,602	114,364
5 to 9	217,934	1,037	4,250	35,163	648	81,780	19,059	75,859
10 or more	134,776	634	1,781	39,358	368	46,157	7,541	38,967
Not reported	2,868	34	147	446	72	383	503	1,383
			Percentage distribution					
Hours per week in class								
Less than 20	18.7	7.9	42.4	21.0	18.8	23.5	14.1	13.6
20 to 29	35.8	3.4	30.1	26.9	15.6	54.3	51.3	21.7
30 to 39	33.4	69.0	23.0	35.8	61.3	20.1	28.2	44.4
40 or more	11.6	9.2	4.2	16.2	2.9	1.2	5.4	20.1
Not reported	.5	.5	.3	.2	1.4	.9	1.0	.2
Hours per week studying								
Less than 5	38.0	44.4	45.2	15.9	48.6	33.0	40.7	49.6
5 to 9	38.0	33.7	37.7	39.4	30.6	42.7	41.7	32.9
10 or more	23.5	20.6	15.8	44.1	17.4	24.1	16.5	16.9
Not reported	.5	1.1	1.3	.5	3.4	.2	1.1	.6

Note: Details may not add to totals because of rounding.

time spent in the classroom in health programs and trades and industry programs may be partly a function of State licensure requirements, which in many cases require a minimum number of hours of class time for licensure or licensing renewal.

The majority (76 percent) of students enrolled in noncollegiate postsecondary school programs spent less than 10 hours per week studying. About one of four students indicated study time of 10 hours per week or more outside the classroom. The amount of time spent studying varied substantially by program. For example, 50 percent of the students enrolled in trades and industry programs spent less than 5 hours per week studying. Similarly, 49 percent of students in home economics, 45 percent of those in marketing/distribution, and 44 percent of the agribusiness students indicated that they spent less than 5 hours per week studying. Over 44 percent of the students enrolled in health programs said that they spent 10 hours per week or more in study time, nearly twice the percentage of students in any other program.

Fewer than half (44 percent) of the students were working at a job at the time of the survey (table 8). Men were more likely to be employed than women, by 55 percent to 36 percent. Overall, 29 percent of the students were not working but were looking for a job, and 26 percent were not working and were not looking for a job. Among men, 17 percent of the students were not working and not looking for a job, in contrast to women, where 33 percent were not working and not looking for work.

Of the students who were working at the time of the survey, men were more likely to be working full time (35 hours or more) than women; approximately 46 percent of the men were working full time as compared to 27 percent of the women. The largest proportion (43 percent) of the women who worked spent between 15 and 34 hours on the job, and 29 percent worked fewer than 15 hours per week. Very few (12 percent) of the men who worked did so for fewer than 15 hours per week.

Sixty percent of the students enrolled in noncollegiate postsecondary school programs indicated, at the time of the survey, that they would continue their education; 50 percent said that they would continue it in the same field (table 9). About one in five students were uncertain about their future educational plans, and 14 percent said that they had no plans for continuing their education at the present time.

Most students were more certain about their work plans. Approximately 84 percent of the studerts indicated that they would look for a job in the field in which they were studying. Only 3 percent said that they were uncertain about their work plans, and 7 percent said that they would continue at their current job.

Table 8.--Current employment status and hours worked per week of students enrolled in noncollegiate postsecondary schools, by sex: United States, 1981

Item	Total		Men		Women	
	Number	Percent	Number	Percent	Number	Percent
Total	573,514	100.0	235,681	100.0	337,832	100.0
Employment status						
Currently working	252,177	44.0	130,269	55.3	121,908	36.1
At a job for pay	229,009	39.9	113,166	48.0	115,843	34.3
Family business/self employed	23,164	4.0	17,101	7.3	6,063	1.8
Not working	317,590	55.4	102,721	43.6	214,870	63.6
Looking for work	166,016	29.0	62,941	26.7	103,058	30.5
Not looking for work	151,573	26.4	39,751	16.9	111,803	33.1
Job information not reported	3,747	.7	2,718	1.2	1,029	.3
Hours worked per week						
Total currently working	252,177	100.0	130,269	100.0	121,908	100.0
Less than 15 hours	50,055	19.9	15,096	11.6	34,959	28.7
15 to 34 hours	107,909	42.8	54,900	42.1	53,009	43.5
35 hours or more	92,852	36.8	59,534	45.7	33,318	27.3
Not reported	1,361	.5	738	.6	622	.5

Note: Details may not add to totals because of rounding.

Table 9.--Future plans for education and work of students in noncollegiate postsecondary schools, by sex: United States, 1981

Item	Total		Men		Women	
	Number	Percent	Number	Percent	Number	Percent
Total	573,514	100.0	235,681	100.0	337,832	100.0
Education plans						
No more education	92,109	16.1	34,992	14.8	57,117	16.9
Continue in same field	286,709	50.0	122,455	52.0	164,254	48.6
Continue in another field	56,963	9.9	28,029	11.9	28,934	8.6
Don't know	120,377	21.0	43,765	18.6	76,612	22.7
Other/not reported	17,357	3.0	6,441	2.7	10,916	3.2
Work plans						
Continue in current job	41,127	7.2	27,237	11.6	13,890	4.1
Look for job in field	482,351	84.1	184,639	78.3	297,712	88.1
Don't know	18,529	3.2	8,710	3.7	9,819	2.9
Other/not reported	31,506	5.5	15,095	6.4	16,411	4.9

Note: Details may not add to totals because of rounding.

Survey Methodology

The estimates in this bulletin are based on data collected in 1981 from students enrolled in noncollegiate postsecondary schools with occupational programs. A sample of students was selected using a two-stage sampling technique. In the first stage, a sample of over 500 schools/programs was drawn from a universe of 6,835 school/program areas. The second stage consisted of sampling students within the selected school/program areas. A sample of classes or programs was drawn from each selected school/program area that was eligible and agreed to participate.

The sampling frame was based on the 1980 NCES universe of postsecondary schools with occupational programs excluding: HEGIS schools, other 2- and 4-year colleges and universities, flight schools, correspondence schools, and schools that offered only programs in modeling, real estate, bartending, dog grooming, or insurance. Because these schools were not included, total enrollment numbers in this bulletin are different from those reported in other NCES reports on noncollegiate postsecondary schools. In addition, estimates of enrollments in this bulletin are based on a single point in time rather than a whole year.

The sample was drawn separately by program area, and within each program area a stratified sample was drawn. The strata were formed first by determining the predominant sex of the students in the school, by control and type of school. Home economics programs/schools were selected with certainty. Health schools and trades and industry schools consisted of complete non-certainty selection. The remainder of the schools were selected with a combination of certainty and non-certainty, with the larger schools in each program area being selected with certainty.

Reliability of Estimates

Since the estimates in this bulletin are based on sample data, they may differ somewhat from the estimates that would have been obtained if the entire universe of students in noncollegiate postsecondary schools represented in the survey had been surveyed. The standard error of the estimate is a measure of the difference between the sample estimates and their average value over all possible samples. Calculating the standard errors of the estimates allows us to construct intervals which have a prescribed probability of covering the average of all possible samples. For example, an interval from two standard errors below the estimate to two standard errors above the estimate would include the average of all possible samples approximately 95 percent of the time. Of course the average may or may not be included in any constructed interval.

Table 10 contains the coefficients of variation (CV) for each of the estimates shown in the bulletin (note that the coefficient of variation is simply the standard error of the estimate divided by the estimate). Confidence intervals for estimates appearing in this bulletin can be constructed using table 10. For example, the estimate of the number of students between the ages of 20 and 24 is 194,751. From table 10 one can see that the CV for this estimate is .07. Thus, the standard error for this estimate is 13,633 (.07 X 194,751 = 13,633) and the average of all possible samples would be included in the interval 194,751 $\pm$ 13,633 68 percent of the time. All of the estimates in this bulletin are also subject to nonsampling errors whch may come from coding mistakes, poor questionnaire design, incomplete responses, and a variety of other sources. No estimates are available on the extent of the nonsampling errors.

Table 10.--Coefficients of variations for selected variables (Continued)

Item	Total	Agri-business	Marketing/ distribution	Health	Home economics	Business/ office	Technical	Trades/ industry
Total	.08	.08	.09	.15	.01	.13	.17	.14
Program selection								
Influeced by others	.09	.26	.16	.14	.14	.15	.21	.15
Always wanted to	.08	.08	.11	.18	.08	.14	.09	.15
Other	.09	.21	.13	.14	.19	.14	.23	.16
School selection								
Costs/finances	.09	.67	.41	.23	.47	.15	.44	.12
Convenience	.09	.13	.16	.17	.14	.15	.25	.16
Reputation/placement	.08	.13	.12	.16	.07	.16	.16	.14
Hours spent in class								
Less than 20	.11	.24	.07	.27	.17	.15	.17	.26
20 to 29	.10	.20	.18	.12	.18	.15	.28	.19
30 to 39	.10	.10	.11	.13	.05	.14	.13	.18
40 or more	.09	.23	.60	.14	1.05	.14	.35	.12
Hours spent studying								
Less than 5	.11	.10	.10	.26	.07	.17	.19	.17
5 to 9	.08	.14	.14	.15	.13	.14	.17	.14
10 or more	.09	.14	.23	.18	.22	.15	.19	.19
Age								
Under 20	.11	.14	.23	.18	.23	.17	.30	.19
20 to 24	.08	.07	.18	.17	.13	.14	.15	.16
25 to 34	.09	.30	.19	.18	.21	.15	.14	.17
35 and over	.09	.29	.18	.13	.13	.17	.37	.13
Race								
White	.08	.08	.11	.13	.07	.13	.20	.16
Non-white	.16	.37	.21	.30	.05	.20	.17	.16
Sex								
Men	.13	.04	.13	.15	.15	.16	.17	.21
Women	.08	.05	.10	.16	.03	.14	.30	.10

Table 10.--Coefficients of variation for selected variables

Item	Total	Men	Women
Total	.08	.12	.08
Educational level of students			
Less than high school	.11	.17	.12
High school graduate	.08	.14	.08
Some college/vocational education	.08	.14	.09
4 years of college or more	.10	.15	.09
Employment status			
Currently working			
At a job for pay	.10	.17	.09
Family business/self-employed	.13	.18	.10
Not working			
Looking for work	.08	.12	.10
Not looking for work	.09	.12	.10
Education plans			
No more education	.11	.24	.11
Continue in same field	.07	.11	.08
Continue in another field	.14	.23	.10
Don't know	.08	.13	.10
Work plans			
Continue in current job	.19	.25	.12
Look for job in same field	.07	.12	.08
Don't know	.10	.18	.13
Career decision			
While still in high school or immediately after leaving	.08	.15	.08
After college or military service	.13	.18	.09
After raising family or loss of spouse support	.10	.16	.11

Educational level of parents	Mother's Education	Father's Education
Less than high school	.10	.10
High school graduate	.08	.08
Some college /vocational education	.08	.07
Four years of college or more	.08	.11

Parents' occupation	Mother's Occupation	Father's Occupation
Professional/technical	.08	.08
Clerical and sales	.08	.08
Service	.08	.08
Blue collar (including farm)	.09	.09
Never worked	.09	.20